

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 420
Contact Name: Faith Boakye
Contact Phone No.: 252-583-5111
District/Charter Name: Halifax County Schools
Contact Title: Director of the Whole Child
Contact E-Mail: boakyefa@halifax.k12.nc.us

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☐ Yes

☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

When IEP team meetings are held and participation in the Alternate Assessment is proposed, the LEA rep verbally shares information about the assessment and the criteria with the parent/IEP team. Moving forward, we will provide information in writing communicating about the alternate standards and assessments to better qualify our students.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

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Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

As a district, we only have around 2,600 students. We have several small rural schools with populations of 100-300 students enrolled. Though the districts overall enrollment has decreased, very few of our students who are EC have left the district-leaving us with a higher percentage of EC students.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☐ Yes

☒ No

Explain below:

HCS is creating a process to monitor alternate assessment participation. Over the summer of 2019, we will review all students on the extended standards records to identify if we can work on transitioning them to the Standard Course of Study.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☐ Yes

☒ No

Explain below:

We have been reviewing and evaluating students who take the alternate assessment to determine if they meet the criteria and are creating a process to identify and address disproportionality especially in the eligibility categories of Intellectually Disabled Mild and with our males. We will be creating opportunities for trainings of our staff and stakeholders.

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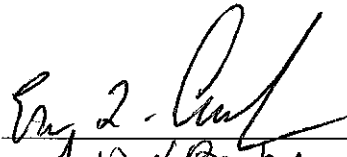
Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Sample processes or procedures to monitor and identify/address disproportionality would be greatly appreciated. Ongoing onsite training would also be very impactful.

Signatures

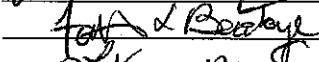
Superintendent/Charter School Director



Date

5-6-19

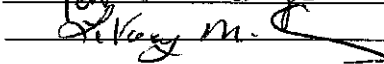
Exceptional Children Director/Coordinator



Date

5-3-19

LEA/Charter School Test Coordinator



Date

5/3/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.